

THE ADOLESCENT IN A WORLD  
AT WORK

by

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## INTRODUCTION

In the decade of the 1960's, probably to a greater extent than at any other time in our history, the quality of available manpower will be a determining influence in our national strength and welfare. What is accomplished in education and training, especially of its young people, will greatly influence our nation's success in achieving continued economic and social progress and in meeting its unprecedented international responsibilities.

To say that the fundamental purpose of education is to meet the needs of pupils during adolescence is too general and not a sufficient guide in setting up a school program. Some years ago, a committee of The National Association of Secondary-School Principals drew up a list of imperative needs of youth. It has had wide acceptance as a guide to secondary-school programs. The imperative needs of youth are: (7, p. 225)

1. All youth need to develop salable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life. To this end, most youth need supervised work experience as well as education in the skills and knowledge of these occupations.

2. All youth need to develop and maintain good health and physical fitness.

3. All youth need to understand the rights and duties of the citizen of a democratic society and to be diligent and competent in the performance of their obli-



gations as members of the community and citizens of the state and nation.

4. All youth need to understand the significance of the family for the individual and society and the conditions to successful family life.

5. All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts.

6. All youth need to understand the methods of science on human life, and the main scientific facts concerning the nature of the world and of man.

7. All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music, and nature.

8. All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfactions to the individual with those that are socially useful.

9. All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, and to be able to live and work cooperatively with others.

10. All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.

Other things to be considered are Havigurst's Developmental Tasks of the Adolescent: (8)

1. Achieving new and more mature relations with age-mates of both sexes.

2. Achieving a masculine or feminine social role.

3. Accepting one's physique and using the body effectively.

4. Achieving emotional independence of parents and other adults.

5. Achieving assurance of economic independence.
6. Selecting and preparing for an occupation.
7. Preparing for marriage and family life.
8. Developing intellectual skills and concepts necessary for civic competence.
9. Desiring and achieving socially responsible behavior.
10. Acquiring a set of values and an ethical system as a guide to behavior.

It would seem that both the ten imperative needs of youth and the ten developmental tasks of Havighurst suggest that our educational systems have an important part to play in helping the adolescent in the world of work.

### The Problem

The job of educating youth for the decade ahead will be made more difficult by their sheer numbers. Young people reaching 18 years of age are expected to increase especially fast from 2.6 million in 1960 to 3.8 million in 1965, up nearly 50 per cent in only five years. The 1965 rate will continue through 1970. (24, p. 1)

Because of this increase, the number of new workers entering the labor force will mount steadily. Young people between 16 and 19 have traditionally contributed the great majority of new entrants to the labor force annually. By the late 1960's, three million of them are expected to start



their work careers each year, compared with a present annual rate of about two million. Altogether, 26 million young people will enter the labor force during the 1960's, almost 50 per cent more than during the 1950's. (24)

On the whole, these young workers will have more education than those who started working during the 1950's. About 70 per cent of them will be at least high school graduates and 26 per cent will have some college education, whereas only 60 per cent of the young people who entered the work force in the 1950's were high school graduates and 22 per cent had some college education. Nevertheless, millions of young workers will lack a high school education. Current trends indicate that about 7.5 million of the young people entering the labor force during the 1960's will not have completed high school, and that 2.5 million will not have completed even the eighth grade. (24)

When these young people look for work, many of them will meet difficulties. For example, young workers usually have higher unemployment rates than experienced workers. Whatever the current employment situation may be, young people who are just starting to earn a living are likely to have more difficulty than their elders. Many factors contribute to this difficulty. Obviously, lack of work experience is one. Employers may prefer to hire people who have already acquired work discipline. More important,

however, young people in this age group frequently cannot offer a specific skill in the job market, or they have not stayed in school long enough to acquire an acceptable amount of basic education.

A large segment of the labor market, dropouts, together with other young workers, is expected to be equipped for employment prior to accepting employment. This would suggest that the main task of training a dropout falls on those responsible for him prior to his dropping out of school.

This study deals mainly with what is being done to help students prepare for a vocation if they should drop out or if they go on to school and need a part time job. It is concerned mainly with the adolescent. Justification for this selection can be emphasized by quoting Eli Cohen, an industrialist: (5, p. 85)

The following deficiencies in our national life have created this problem of unemployment of urban youth.

1. There are not jobs enough to take care of the youth who need them and want them.
2. Our educational system is not adequate, in size or character, to prepare multitudes of youth for the work opportunities that are available.
3. Nationally speaking, there is not equal opportunity for education. Vast areas of the United States have inadequate educational systems.
4. There is a gap measured in years between the time a youth leaves school and the time he finds a job. During this period society completely abandons him.



There must be some means of giving help to these youth if they are to develop to a reasonable degree of proficiency along the lines for which they have the greatest ability. And most authorities agree that a person must be well adjusted in his educational pursuits or in an occupation to become a happy, useful citizen.

There needs to be some help given in choosing an occupation, for quite a number of pupils do not go beyond junior high school. Some drop out before completing junior high school because of having to help support the home, or for some other reason. Some drop out because they are not adjusted and happy in school work. Bacher and Berkowitz in their book on School Courses and Related Careers (2) state that the objectives of a school guidance program include training and preparing the pupil for general academic training, occupational training, and also to assist graduates and dropouts in completing vocational adjustment.

The junior high school seems to be the part of the school system most of the educators forget about. They are concerned with either the grade school student or the high school student. This is probably one phase in life where help is most urgently needed by the student. With the physical changes that occur during the junior high school period, the student is probably facing more frustrations than ever before. Since the law requires only that a student finish

the eighth grade or be of age 16, there is the problem of dropouts. At this age the student wants a certain amount of independence and starts thinking in terms of a job, but because of the Child Labor Law and the student's age, a job is hard to find.

### The Procedure

This report is limited primarily to the comparison of the adolescent in the field of work in Hutchinson as compared with the national trend. The city of Hutchinson is known as Reno County District Number 1. The 1962-63 city school system comprises 12 elementary schools with an enrollment of 5,308, 3 junior high schools with 1,857 students, 1 senior high school (10th, 11th, and 12th grades) with 1,360 enrollment, and a junior college of 972 students making a total of 9,497 students. This includes 70 elementary special education students taught by 6 teachers, 20 junior high school special education students with 2 teachers, and 1 high school special education class of 11 students. Administrators and teachers in the Hutchinson system total 424.

Letters were sent to schools, educational associations, government offices and cities that have set up work programs for their youth. Literature from different organizations, and magazine and newspaper articles were also used.



The chief interest was in what was being done nationally to help the adolescent in selecting and preparing for an occupation. Also of importance was what work experience was being offered in preparing the adolescent for economic independence. In doing this, periodical literature, textbook publications, government brochures, and other related material were studied and reviewed in this study.

The final section of this report contains the summary, conclusions, and suggestions resulting from an analysis of the study of the adolescent in the world of work. The summary also includes data relative to the many advantages Sherman Junior High School had developed in order to educate, to interest, and to hold each student through the ninth grade and to encourage him to stay in school until he developed his greatest educational potential. Through the developmental stage, however long it may be, they hope to have helped the student prepare for the future in the world of work.

A selected bibliography concludes the study.

### Review of the Situation

The group just starting out in adult life experiences the highest rate of unemployment. In periods of prosperity as well as recession, the unemployment rate for young workers is about double that for the adult population. (25)



The employment problems of youth have become increasingly complex in recent years. Unemployment of youth in the more congested sections of our metropolitan centers has become serious from both a social and economic point of view. Youth employment needs in many rural communities across the country are equally great. Only a small percentage of the boys and girls who start life on a farm will earn a living in agriculture. The great majority will migrate to urban communities to secure jobs.

Many of the unemployed youth do not have the educational background needed to meet the job requirements of today's labor market. A comparatively large proportion has not finished high school; only a few have had any college training. Many of them belong to minority groups which adds another barrier to their finding a job.

Most of these youngsters have had little help in planning for a career. Too many of them have no clear understanding of their talents and abilities. A large percentage have only a vague concept of the world of work and the part they might play in it. Lack of strong motivation is a fairly common characteristic of this group and a sizeable number have not developed acceptable work habits.

Unless strong measures are taken now to tackle these problems they will become increasingly serious in the years ahead. The number of young workers entering the labor force

each year will increase from about 2 million in 1960 to 3 million in 1970. Technological changes will reduce the number of job opportunities available to those who lack usable skills or proper training. (12)

The need for a stronger youth employment program to help resolve youth problems was made clear by the President a year ago when he directed that the Department of Labor "and its nation-wide network of affiliated state employment service offices attack vigorously the mounting problems of youth." He has demonstrated his concern by establishing a President's Committee on Youth Employment. Secretary Goldberg serves as chairman. The Committee is comprised of distinguished leaders from management, labor, and the general public. (26, p.2)

President Kennedy has called upon Congress also to help young people who have dropped out of school and are unemployed. Most of these young people are unskilled.

The President pointed out that the number of Americans under 20 years of age has risen from 46 million in 1945 to 70 million today. One out of three of those who will reach the age of 16 this year will drop out of school. Many of them will be unable to find jobs. (26)

At the turn of the century, G. Stanley Hall, eminent psychologist, was advocating educational reorganization to meet the needs of adolescent youth. Subsequent experimenta-



tion and writing by psychologists have substantiated his claims that the problems of adolescents in our society are different from those of younger children. (22) The schools which emphasize only college preparation naturally aren't meeting the needs of the lower academic half of their pupils.

The vocational high schools are becoming more selective, moving in the direction of technical schools. The vocational high schools in New York City have been giving exams for vocational high schools. This naturally eliminates many of the youth who could profit by vocational training. Many vocational high schools will not accept youth with I. Q.'s under 90 or 95. They say they aren't geared for those of lower ability. The vocational schools are afraid of being a "dumping ground."

The separate vocational schools in the large city enroll at best but a very small fraction of the youth. What sort of high school program is left for those average students who for one reason or another cannot attend the separate vocational school? This group might include, for example, those who find it difficult to attend a specialized school because it is in a distant part of the city.

In the higher-income residential areas, there may be practically no demand for programs to develop marketable skills. On the other hand, in those districts where parents are likely to be more realistic about their children and



where there is a recognition that education beyond the high school is not necessarily a good idea for all, the demand for practical courses is certain to be present. The general high school can offer such courses for girls as stenography, clerical machines, and home economics. Girls with clerical and stenography skills are in high demand in the large cities. The problem increases with the boys. Those male pupils who might like to develop a manual skill have no recourse except to continue their work in industrial arts, which is all too often an unsatisfactory substitute for a vocational course. (6)

One aspect of the loss is that school dropouts, many of whom have above average intelligence, fail to develop more fully their intellectual and skill potentialities. Many factors contribute to this difficulty. Obviously, lack of work experience is one. Employers may prefer to hire people who have already acquired work discipline. More important, however, young people in this age group frequently cannot offer a specific skill in the job market, or they have not stayed in school long enough to acquire an acceptable amount of basic education. This is especially true of the junior high and high school dropouts.

Economic, educational, and industrial changes naturally create changing problems for young people. The U. S. Department of Labor carries on a number of programs relat-

ing to these problems, including apprenticeship training for skilled crafts, counseling and job placement services, and research and publication of information about career opportunities. To learn something about the employment problems of young people leaving school, the Department's Bureau of Labor Statistics recently made a series of studies in seven widely diverse communities of the early work and unemployment experience of young people who were high school graduates but who did not go on to college or take other advanced training immediately after high school, and students who after having entered the eighth grade, dropped out before finishing senior high school. They were generally between the ages of 16 and 21, and were faced with the problem of assuming adult responsibilities either in the labor force or as homemakers.

The graduates found it a lot easier to find a job than did the non-graduates. The non-graduates who found jobs, took as long as 14 weeks for some to come up with a job. During this 14 weeks many frustrations may take place because of the lack of good guidance on vocations. As many of these frustrations as possible should be eliminated.

Today teen-agers need help in preparing for, getting and adjusting to suitable and satisfying jobs. Young people who are socially, educationally, or emotionally "handicapped" need it most. They include the 900,000 who drop out of high



school each year before graduation, 450,000 with court records, slow learners, children of minority groups and migratory farm workers. (4)

The National Committee on Employment of Youth, a new division of the fifty-five year old National Child Labor Committee, wants all young people to get a good start in working life. It recognizes that employment is one of the top problem areas for today's youth and that they must have expert help if they are to have the opportunity to achieve full personal development. (4) Youngsters are not the only ones who will profit. Employers are having trouble filling many jobs, even in areas where unemployment is high. Competition among companies for workers of dependable quality is becoming more and more acute. Teen-agers represent the largest, most flexible, and trainable source of personnel.

The important program of the National Committee on Employment of Youth was designed to help employment problems and to strengthen the nation through better utilization of its youthful manpower. However, Eli E. Cohen, (5) the Committee's executive secretary, points out that the Committee:

. . . can't do even a small part of this tremendous job alone. They need the active support of agencies and professionals in all communities. . . to usher in a climate of opinion heartily favorable to the intelligent employment of youth.

On May 24-26, 1961, the NCCY (National Committee for



Children and Youth) met and brought out some of the problems and what could be expected if the problems were solved or at least work started toward solutions. (Social Dynamite, 14)

In their conference the following was brought out:

The workgroup members clearly felt a sense of urgency, an awareness that unless these young people are quickly put to constructive work, they will be forever incapable of working. The alarming implications of population and automation trends were recognized. As one participant put it, "This great scientific and technological society. . . might find at the end of 20 years that it had built into itself several million men and women who were completely unemployable. . . [with] labor shortages developing side by side with the increasing number of unemployed."

The workgroup discussed the causes of youth unemployment. The causes were recognized as multiple, but there was disagreement as to the primary cause. The workgroups agreed that the youths lack of any skill, or even of job sense, is an important element. A major roadblock is discrimination against inexperienced young workers in general, and against minority youngsters in particular--discrimination by employers; discrimination by labor unions in their membership practices and in apprenticeship programs; discrimination by schools in vocational counseling and training.

A crucial question revolved around the extent to which general unemployment is at the heart of the problem--a basic problem for which both public and private sectors must seek solutions. Many of the workgroups felt that the private sector could not at that time solve the youth unemployment situation alone and called on the Federal Government for emergency work programs, as well as for action to stimulate the national economy. At the same time, they urged "a critical examination of what we now do (and) of what could be done within the framework of existing community resources."

Finally, the workgroups concentrated on questions of community responsibility. Dr. Conant had made a challenging statement, "The employment of youth is nobody's affair", which brought about the workgroup searching for ways of pinpointing responsibility while mobilizing

the resources of the community as a whole.

The 13 workgroups produced some 200 recommendations. Since the workgroups all dealt with the same problem, though some chose to focus on different aspects, many of the recommendations were very similar. Taken together, they constitute a call for an all-out effort by the Federal Government, the states and all segments of the local community--schools, employment services, welfare agencies, churches, civic groups, labor unions, business and industry--with a dual objective: to prepare young people adequately for employment, and to open up employment opportunities.

It has been stated (6, p.48) that "if some program . . . could put half of all the school dropouts to work within a year, you would have made a real dent on what Dr. Conant considers a desperately dangerous situation."

The conference workgroup on Employment and Transition from School to Work has pointed out that meeting these needs is a job for the whole community, not just for schools and employment service. Since it is through work that many young people begin an independent participation in the community, they have an interest in making this participation as constructive as possible. Working and earning experiences can be valuable supplements to school and social activities in youth's rounded development. Good employment opportunities for youth turn restlessness into interesting ventures and offset tendencies toward socially unacceptable activities. (Johnson, 10)

Young people need adult help in finding and holding jobs, and everyone in the community, including employers, should help give youth opportunity to get good work experience. Such a program would serve the many high school students who would like to work and who would profit by it but who, unaided, are unable to find part-time or vacation jobs. It would aim to reach out-of-school youth who need its serv-



ices--dropouts who have as much difficulty in getting along on the job as they did in school, or graduates who may need guidance in making future vocational plans. It would help all working youth make the most of opportunities for learning and growing up provided by their work experience.

A work experience program, in which the pupil is released from school a part of each day to work for pay, is strongly urged by many investigators of the dropout problem. In some of these programs, study and work are closely related, and in others the school simply makes it possible for those who want to work to do so.

School work programs can make it possible for those who must leave school for economic reasons to continue their education. They can also be useful in vocational guidance, for actual experience on a job may help to clarify the occupational interests and preferences of the pupil. One study, for example, indicated that work experience made the pupils realize the value of more education. More about this type of program will be discussed later. (Lee, 12)

Labor force changes expected in the 1960's emphasize the importance of an educated and trained work force and the difficulties which will be faced by young people who have cut short their schooling. Rapid growth is expected in the professional, technical, and clerical occupations. Continuing advances in automation and technology will mean that young office workers will have to be better educated and more highly skilled to be able to operate more complicated equipment. Among blue-collar workers, demands will be greatest for those who are skilled. Employment of unskilled non-farm laborers will probably show little change over the decade, and the number of farm workers is expected to decline further. In the competition for the high-skill, better paying jobs in the 1960's high school graduates will be vying with the growing number of college graduates; school dropouts will suffer most from the competition. (Schiff-



man, 19)

Between January and October of 1961, about 350,000 young people over age 16 left elementary or high school before graduation. The composition of this group was considerably different from that of the June graduates. A somewhat greater proportion of dropouts than of June graduates were male, and a much higher proportion of the female dropouts were married. Non-white young men and women accounted for a much larger proportion of the school dropouts and, judging from occupational data, relatively more dropouts were in farm areas. The non-graduates were also noticeably younger than graduates. Nine out of 10 of the young people who dropped out of school in 1961 were 16 to 18 years of age. About two-thirds of the June graduates were in their 18th year. (19)

Rates of unemployment for both dropouts and graduates decline as they grow older and obtain more job experience. However, school dropouts are apparently unable to overcome many of their disadvantages in the job market and continue to suffer from considerably more unemployment than graduates.

News Flash: (27)

According to the U. S. News and World Report on June 17, 1963, job shortages for youths is the big developing story. Jobless total in age group 14-19 is up near to 18 per cent of the labor force in that group.

The trend definitely is up among all youths. Among Negro youths, the rate is much higher than among whites. It's near 30 per cent for Negroes.

## SELECTING AND PREPARING FOR AN OCCUPATION

### Problem Nationally

Thirty to forty years ago, a young person unsuccessful in school or lacking the incentive to learn could achieve adult status by going to work. Today this is largely impossible. Ever since World War II, employers have shifted from hiring the young inexperienced worker. Labor-saving devices have multiplied, requiring skilled, experienced operators. With older persons in the market for work, job opportunities for the adolescent are scarce. Laws restricting the employment of minors have been enacted. The values of formal education have been extolled. The result is that young people are being squeezed out of those experiences that may be their only sources of gaining recognition, security, and standing with peers, parents, and other adults.

Frustrated by a lack of success in school and thwarted by a failure to obtain work, a sizable percentage of these young people become hostile and aggressive. They strike out against society. The bewildered and more passive look to an easier yet less acceptable way of gaining status. (6)

It would be unfair to say that all dropouts are de-



linquents. Schreiber (20), tells that there are many more dropouts than delinquents, and the corollary is that, while most delinquents are school dropouts, the large majority of school dropouts are not, and never become, delinquents. They do know that there are definite relationships between the two problems, however. They are both, by virtue of their acts, alienated from the mainstream of society.

These young people have the same goals as their associates. But for their associates, school is a means of reaching the goals. Most young persons want jobs and money. Earning a living--a symbol of success regardless of the route to employment--is a way of achieving status. Adolescents, like adults, want to dress appropriately and to acquire cars, television sets, and other material advantages of our high standard of living. Boys want girl friends, the chance to select a suitable one and to marry and raise a family. Girls want jobs, the chance to make friends and to earn money to increase their own attractiveness. Both dislike depending on their parents for handouts even if resources in the family permit.

One thing there must be is a smooth transition from school to work and from work to school and a real recognition of the importance of each in meeting the needs of different individuals.

One of the first problems they are considering is how



can they help prepare a person for a job before he or she reaches the tenth grade. They have found that the first major dropout occurs between the ninth and tenth grade when many pupils are making the transition between junior and senior high school. And a smaller per cent even drop out after they finish the eighth grade. These students have hardly had time enough to have been helped in selecting and preparing for an occupation.

For most dropouts the crux of the problem is the inadequacy of the curriculum. They find in the traditional curriculum little which appears to relate to their needs and interests. They are not convinced of the relationships between the work of the class and the realities of everyday life. (17, p. 83)

Despite everything the schools can do in the foreseeable future, no one can expect that the problem of what to do with the dropout will be entirely solved.

Adolescent workers in the next decade will face not only competition in the labor market from a growing number of their contemporaries. They will also face a marked change in the kinds of jobs that will be available. The developing occupational pattern, accelerating a long time trend that has been particularly evident since the end of World War II, will demand higher and higher proportions of skilled and professional people. (16) This development will, in turn, call

for a higher and higher degree of education and specialized training in order to meet employment requirements. Here again this poses a problem for the students who want to go into the labor force from high school. Will they be trained enough in any one area to find a job? Of the anticipated 20 million between 14 and 24 years of age in the entire 1970 labor force excluding the Armed Forces, and others not at work because of illness, vacations, and other temporary reasons, about 17 million, or 83 per cent, will actually be at work. Projections to 1970 and 1975 indicate an increase of a few percentage points of both young men and young women who will be working part-time. This undoubtedly reflects the expectation of higher school enrollments in the years ahead and hence less availability among young people for full-time work. (16) Data which bears this out appear in Table I.

TABLE I

Persons At Work: by Full-Time and Part-Time  
Status, by Age, Sex, Annual Averages,  
Projected 1960, 1970, 1975. (in millions)

Sex, age, and hours worked	1960	1970	1975
All persons at work 14 years and older.	65.3	77.6	84.6
Full-time (35 hours or more)	53.2	61.7	67.1
Part-time	12.1	15.9	17.5
15 to 34 hours	9.0	11.6	12.7
1 to 14 hours	3.1	4.3	4.8
Male			
14 years and older	43.8	50.6	55.1
Full-time (35 hours or more)	37.8	42.8	46.6
Part-time	6.0	7.8	8.5
15 to 34 hours	4.6	5.8	6.4
1 to 14 hours	1.4	1.9	2.1
Female			
14 years or older	21.5	27.0	29.5
Full-time (35 hours or more)	15.4	18.9	20.5
Part-time	6.1	8.1	9.0
15 to 34 hours	4.4	5.8	6.3
1 to 14 hours	1.7	2.4	2.7

Source: U. S. Department of Labor, Bureau of Labor Statistics.

This table excludes members of the Armed Forces, unemployed persons, and those with a job but not at work for reasons such as vacations or illness.



### Problem Locally

The businessmen of Hutchinson haven't realized the extent of the problem of youth being unemployed. Many youth are employed, but on the other hand, help should be given to the dropouts and potential dropouts.

When looking at the graduating class of 1963, there were 480 who finished the eighth grade. Of these, 457 finished the ninth grade, 400 finished the tenth grade, and 365 finished the eleventh grade. At the time they finished high school there were 353 in their graduating class. This shows that 26 per cent of the students who finished the eighth grade in Hutchinson either dropped out of school or moved away. These figures do not differentiate between the ones who were specific dropouts and the ones who moved away.

At the time of this study the dropouts in Hutchinson were below the national average, so very few people were alarmed about it. From time to time an article about dropouts appeared in the paper, or a county trade school was mentioned, so someone was at least aware of the problem. Lack of money was of course the big item that seemed to hold up broadening out the curriculum to fit the students' needs.

Bill Leonard, Hutchinson News School Reporter stated:

Quite possibly, the dropout has what it takes, but it was never developed because back in the grades there was no one able to devote to him the personal attention needed to diagnose and overcome his special reading problem, or his personal anxieties.

But assuming his preparation for secondary education was the best his teachers could give him, there remains one major--and vital-- point. The schools do not meet the needs of all the students.

The teacher needs to be able to give more individual help to the students who require it. Because of extra duties, sometimes they forget the individual and just consider the mass.

Each year some of the students drop out of school after they have completed the ninth grade, or the eighth, depending on whether they have reached the age of 16 or not. This would seem to indicate the need for some kind of change in our curriculum on the junior high school level.

#### What Is Being Done Nationally

Since compulsory attendance usually ends at age sixteen or at the end of the eighth grade, this means responsibility for the guidance of youth ages sixteen to twenty-one who are out of school and either employed or unemployed. This expansion of the school's function will cost money and will mean additional staff. But the expense is necessary, for vocational and educational guidance must be a continuing process to help assure a smooth transition from school to the world of work.  
(Conant, 6)

Mobilization For Youth (M. F. Y.) a program financed by Federal agencies (the President's Committee on Juvenile Delinquency and Youth Crime, and the National Institute of



Mental Health) has come up with several suggestions. One which deals with the "world of work" includes a Youth Job Center and an Urban Youth Service Corps. The Center provides a vocational counseling, psychological testing, remedial instruction, and job placement. The Corps includes a Work Exploration Center and a variety of work projects. Working in groups of 10 to 20, under the supervision of skilled craftsmen-foremen, corpsmen undertake such tasks as building renovation and repair, food preparation and service, and office and hospital services. By the end of its first year of operation, the Corps is expected to have a capacity of 200 enrollees. This is the element that has already become operational. (14)

The cooperative-school-employment service program to help dropouts is in full swing in several communities throughout the United States. (26) In this program the school refers the potential dropout to the employment service where he receives the attention of the employment counselor. The employment service counselor frequently consults with the guidance counselor in the school. The youth is encouraged to return to school, if feasible, otherwise, efforts are made to assist him in his search for suitable work. Frequently he needs assistance in developing desirable work habits and attitudes, as well as techniques of applying for work. The employment counselor attempts to meet these



needs. To help the dropout achieve satisfactory job adjustment and to locate suitable employment requires great skill and frequently can be accomplished only by the combined efforts of many agencies.

One community stated that during their students' school years, almost all the graduates, both boys and girls, had completed at least one vocational course, either commercial or industrial. This was also true for nearly two-thirds of both boy and girl dropouts. But there was an important difference between the graduates and the dropouts in the number of courses taken. For example, three-fifths of all the boy graduates had completed four or more industrial arts courses, compared with less than one-fifth of all the boy dropouts. The training of the girls with respect to commercial courses followed a generally similar pattern. Two-thirds of all girl graduates had taken four or more commercial courses, compared with only 15 per cent of the girl dropouts. (25)

Kohler and Freedman (11) present a brief look at three of the fifty-five experimental programs designed to prepare young people more adequately for the world of work through innovations in training, counseling, placement, and other methods.

Occupational training

Name:

General Vocational Junior High  
School.

Place: Baltimore, Maryland.  
 Sponsorship: Public School System.  
 Year Organized: 1935.  
 Source of Funds: Regular school budget.  
 Person in Charge: William J. Hucksoll, Director of Vocational Education.  
 Scope: Five junior high schools out of a total of 42 in the city.  
 Program: Part of regular school program.  
 How It Works:

The educational program in these schools is organized along usual vocational school lines with one-half the time spent in the trade major, a quarter of the time in trade technical subjects and a quarter in general education subjects. It is designed primarily as a terminal educational experience for non-academic students, although graduates may go on to the vocational technical high schools. There is a try-out program in the 7th grade, after which choice of a shop major is made. Courses are designed to develop skills in broad fields of employment such as tailoring, upholstery, furniture refinishing, food service, etc. Some of these schools also conduct occupational training classes for the retarded. Both retarded and regular students are provided with work experience where possible.

In 1961, a tenth year was added to this program, looking toward the establishment of a general vocational senior high school where students can continue in such programs. Each school has a large number of small shops to provide a large area of choice of training possibilities. In one junior high school there are 13 different shops, each teaching a different occupation.

Evaluation: No formal evaluation; no published figures on follow-up.  
 Publications: Baltimore Public Schools, "The Vocational Program," 1961.

#### Pre-employment training

Name: Jobs for Youth.  
 Place: Chicago, Illinois, 3210 W. Arthington St.  
 Sponsorship: Chicago Public Schools, Executive Service Club of the Sears Roebuck Y.M.C.A., Chicago, Illinois, and Chicago Commission of Youth Welfare.  
 Year Organized: March, 1961.



Source of Funds: A foundation grant.  
 Person in Charge: Burton Shimanousky, Director, member of staff of Sears Roebuck Y.M.C.A.  
 Scope: Staff: Director, secretary, two teachers from Chicago Public School System and staff of Sears Roebuck Y.M.C.A.  
 Budget: \$17,000 for two-year project.  
 Number served: From March, 1961 to July 1, 1962, 175 boys and girls.  
 Program: A pre-employment program for school dropouts.

#### How It Works:

School dropouts may register for evening classes in nine areas of low occupation skill. The course is conducted two nights a week for three hours and lasts nine weeks. Classes also aim to develop proper attitudes toward work, good grooming, responsibility to employer, etc.

Of the 175 enrolled, 149 have completed the courses and 73 have been placed on jobs.

Evaluation: No formal evaluation. The Youth Employment Committee, composed of businessmen of the Sears Roebuck Y.M.C.A., meets monthly to evaluate the various phases of the project. Improvement in the operation of the program is made upon the recommendation of this group.  
 Publications: A mimeographed report of the project may be secured from the Sears Roebuck Y.M.C.A., 3210 W. Arthington St., Chicago 24, Ill.

#### Occupational Training Name:

#### Place:

#### Sponsorship:

#### Year Organized:

#### Source of Funds:

#### Person in Charge:

Occupational Terminal Training Program.

Indianapolis, Indiana, Wood High School, 501 So. Meridian Street.  
 Public School System.

1953.

Regular school budget.

Richard E. Emery, Principal.

Scope: Staff: Principal, Vice-Principal and eight instructors.  
 Number Served: The program serves 300 young people in grades 7 through 12.

Program:

Wood School has a four-part program for "persons eligible for high school and not attending any school at the present" including 1) the slow learner, 2) the gifted child, 3) the regular college preparatory students, and 4) enrollees in terminal occupational courses in the service industries. The occupational terminal courses offer training with or without accompanying high school credit.

Graduates of the 8th grade, regardless of their age, may take courses in auto-body repair, commercial foods preparation, cleaning and pressing, and shoe rebuilding, together with academic work in regular subjects. Other courses which require age or grade qualifications, including barbering, beauty culture, dental assistance and practical nursing, are open to those qualified. All occupational training is job-oriented. Work experience is accepted for credit. When the young person reaches a state of employability, the school attempts to place him.

Evaluation: No formal evaluation.  
 Publications: Emery and Miller, "For the Slow Learner," The American Child, May, 1962.  
 Indianapolis Public Schools, The Wood High School, 1957.

### What Is Being Done Locally

At Sherman, Central, and Liberty Junior High Schools in Hutchinson sincere attempts have been made to hold the youth through the junior high and to give him purpose and training to the fullest of his potential. The school's administration realizes that the curriculum of the secondary schools is not flexible enough to motivate the students



with little interest or those who see little need for academic subjects as such. For this reason, much has been done to advance specialized and vocational training. For the boys, there have been woodworking classes. Simple meat boards, rolling pins, snow sleds, end tables, coffee tables, small chest of drawers, and electric table lamps completely fitted for home use have been some of the projects undertaken. Metal working classes also have been offered for the boys. In these classes, measuring cups, funnels, sprinkling water cans, simple electrical and magnetic devices, such as doorbells, have been constructed. Beautifully etched aluminum trays, plastic bowls, plastic lamp bases completely fitted for home use have been other projects of these classes.

For the girls, cooking and sewing classes have been very popular. In foods classes, they learn correct habits of the care and cleanliness of the kitchen, proper nutrition relative to different ages in the family in order to meet the body needs of each member. They are taught how to cook, can, and make jelly. They must plan, cook, and serve meals, set a table correctly on the basis of the formality of the occasion, and the correct etiquette to be used. In sewing, the girls make detailed studies of fabrics and their uses, learn the principal parts of a sewing machine and how to operate both treadle and electric machines. In

the seventh grade, they first make simple kitchen aprons, then single gathered skirts, tailored skirts, then blouses with sleeves and a collar. The ninth grade girls advance to the simple two-piece jacket dresses and the faster sewers may even make outfits for smaller children such as their own little brothers and sisters.

Art, sewing, and shop classes assist the English department's theatrical efforts by preparing the stage and dressing the characters. Building of new flats and repairing and painting the old ones have proven great sources for development of personal achievement. In addition, some students have the responsibility to help serve the hot lunch program, then clean up the kitchen and dining room after lunch. Thirty student traffic officers maintain order in the halls and on the stairs during breaks between classes. They are under the direction of a captain and three lieutenants.

Although several of the above mentioned activities may not seem to be part of the vocational training program, they do, nevertheless, help instill incentive and school spirit in the students and give them a sense of being needed in the school. This is considered important in the minds of the school staff.

Occupations is taught for six weeks in the ninth grade social studies class. Usually this is done just be-



fore students enroll for the tenth grade.

#### What More Needs To Be Done Locally

One thing that would be a big help would be to have a better organized guidance program which would keep the administration and faculty informed of necessary data about occupations. Another would be to place emphasis on hobbies or avocations, especially in the academic or vocational fields.

The community as a whole is going to have to become aware of the dropout problem and be willing to do something about it.

There is a need to revamp that part of the curriculum which is needed to fit the needs of our adolescents. Of course, within the system as it stands now the teachers could make better use of the community's resources (businessmen, field trips, movies, library, etc.).

Hutchinson has it's school problems like any other community of the same size, but they are concerned enough about their youth that they are trying to progress in education as much as possible. For instance, the Hutchinson and Junior College School Boards have already met and have authorized the Junior College Vocational Department Head to contact an official of the State Board of Education who could meet with the surrounding high school districts and

explain the program for a county-wide trade school. The trade school would be in addition to, not part of, the present high school and Junior College facilities. The new school would expand present programs and provide new ones. A high school diploma would not be required to attend the trade school.

If this could come to a reality it would not only help Hutchinson but Reno County. This would be a big step in the right direction.

#### WORK EXPERIENCE AS PREPARATION FOR ECONOMIC INDEPENDENCE

##### Problem Nationally

The recent trend in employment opportunities indicates that fewer and fewer completely unskilled workers will be able to obtain jobs in the decade ahead. Employers will want skilled workers. If present trends continue, professional workers will be in heavy demand. White-collar jobs will grow at a more rapid rate than blue-collar jobs, and it is quite clear that except for one area of unemployment there will be little demand for unskilled workers. (25, p.2)

During the conference on unemployed out-of-school youth in urban areas it was brought out that the schools were not doing an adequate job of training youngsters for



work, partly because they do not know what industry needs. Mainly the schools were blamed for not making full use of existing community resources or developing new ones. (14, p. 88)

If the jobs are there, then the problem is one of training and of techniques of approach to employers, to persuade them to hire youth. The trouble is the employer wants youth who are already trained. They will have to remember that the school can train them to a certain point and then the rest will have to come from on the job itself. Only through work experience can they train the adolescent for work and hope they will gain economic independence. It will take the combined efforts of the businessmen, civic organizations and service clubs of the community along with the school to develop a compatible work experience program for its youth.

#### Problem Locally

The Hutchinson businessmen have not officially established a work experience program in conjunction with the schools. They do have good relations in the use of boys and girls in different areas of business. Most of the work is part-time employment. Grocery stores, drug stores and eating places seem to be the most popular areas. This is mainly during the school year.

The junior high school student in Hutchinson is the one who suffers the most when it comes to gaining work experience by a part-time job. Most of the students are out of junior high before they are ready for employment. The businessmen are strict about hiring anyone under 16 because of the child labor law.

A lot of the students at Sherman Junior High are in need of work experience when they reach the junior high. Because of the family background, they will drop out just as soon as they can. Unless they have some kind of experience, a lot of the boys and girls just loaf and from idle time they get into trouble.

In a study by Williams (29), supervisor of pupil services of Maryland State Department of Education, he found the highest educational levels of the parents of dropouts revealed that 78.5 per cent of the mothers and 80.3 per cent of the fathers had also been dropouts. Also, 63 per cent of the fathers and 56.7 per cent of the mothers had completed only nine years or less of formal education, and 30.9 per cent of the fathers and 24.4 per cent of the mothers had completed only the sixth grade or less.

According to the juvenile officer of Hutchinson at the time of this study, their city had one of the highest percentages of girls at Girls Industrial School. The percentage of boys is not as high as the girls, but the ones of either sex that do go on to a correction home could possibly have been helped had they been able to find a job to help fill some of their needs and time.



At the high school level we do have a vocational school in several areas and on into junior college they can continue their trade school training, but the ones that don't go that far are the ones that are being let down. The trade school is set up to handle a large number of students, but still needs to be expanded.

There needs to be more work with community resources that are available all the time and teachers and counselors need to take advantage of them.

#### What Is Being Done Nationally

A work experience program in which the pupil is released from school a part of each day to work for pay is strongly urged by many investigators of the dropout problem. (12) In some of these programs, study and work are closely related, and in others the school simply makes it possible for those who want to work to do so.

School and work programs can make it possible for those who must leave school for economic reasons to continue their education. They can also be useful in vocational guidance, for actual experience on a job may help to clarify the occupational interests and preferences of the pupil. Work programs may make the pupils realize the value of more education.

The Smith-Hughes and George-Borden Acts started the

ball rolling toward work programs.

Employment of out-of-school youth 14 to 17 years old has contracted sharply since immediately after World War II. A somewhat greater number of the 14-to-17-year-old youth in school than out of school were employed in October, 1948, but by October, 1961, about four times as many students as non-students were employed. (18) Part of the increase for students resulted from the rise in the number of participants in vocational education programs, supervised by schools, under the Smith-Hughes and George-Borden Acts. Under these programs, students work at least an average of 15 hours a week in trade and industrial establishments. (18, p. 640)

Some of the work experience programs throughout the United States have been reported by Kohler and Freedman. (11)

#### Employment and education

Name:	Double EE Program, Carson, Pirie, Scott & Co.
Place:	Chicago, Illinois.
Sponsorship:	Joint sponsorship of Carson, Pirie, Scott Department Store and Chicago Board of Education.
Year Organized:	1961.
Source of Funds:	Carson, Pirie, Scott, and a private foundation.
Person in Charge:	For Carson, Pirie, Scott: Fred Englund, Personnel Manager. For Board of Education: Miss Eileen Stack, Associate Superintendent.
Scope:	Staff: For store: regular personnel of Carson, Pirie, Scott plus one junior executive for every two student workers. For Board of Education: One teacher



for every 15 students.

Budget: Regular store budget plus a foundation grant of \$50,000 for Board of Education part of program. Number of children: Program started in the Summer 1961 with 35 boys and 24 girls. One year later 20 of these boys and 15 of the girls were still in the program.

**Program:**

To provide employment and further schooling for school dropouts, 16 to 21, who are unemployed. Program started in August, 1961 as an experiment with 59 students. It was deemed a success by its sponsors, and a second group of 86 students will begin in August, 1962.

**How It Works:**

School counselors select unemployed dropouts who can profit by further schooling. The students attend pre-employment classes 5 hours per day for 3 weeks. The classes are conducted in an informal workshop atmosphere with the pre-employment training varied to meet the individual's need. Manner of participating in job interviews, methods of filling out applications for employment, proper grooming, etc. are part of the instruction and group discussions. Students are taken on a trip to the store where representative departments and lines of work are visited. Students apply to the store for work and go through the store's personnel department as any other job applicant. They express their preference for assignments and, where possible, these are met. The first group was employed in many different lines of work--selling, shop maintenance, window dressing, etc. At a kick-off dinner the management explained to the students and their parents the purpose of the Double EE (Education and Employment) Program. Students work and attend school part of each week. They average 24 hours work per week. They are paid at the rate of \$1.00 per hour for the first three months and then eased into the prevailing rate for the job performed. School classes with one teacher for every 15 students are conducted in rented quarters adjacent to the store.

Each student is assigned a junior executive who volunteers to serve as his Big Brother. Each executive serves two students. They meet the students for coffee breaks, help orient him to the store's philosophy and serve as liaison between the student, store supervisor

and his teacher. They do not assume any supervisory responsibility for the student in his relationship to the store. In the 1962-63 program Junior Chamber of Commerce volunteers will also serve as Big Brothers.

Through encouragement by the store, the students, in groups of ten, established a junior achievement type of retail store enterprise where they purchased a product and merchandised it for a profit, thus learning by practical experience the operation of a retail store.

\*Through the efforts of Benjamin C. Willis, Superintendent of Schools of Chicago, and Virgil Martin, President of Carson, Pirie, Scott, this type of program is now being instituted by the following Chicago business firms: Illinois Bell Telephone, Inland Steel, Continental Can, Science Research Associates and Montgomery Ward.

Evaluation:	Formal evaluation in process.
Publications:	Lyman, Julie Ann. "Helping High School Drop Outs," Chicago Tribune, May 19, 1962. Associated Press, April, 1962. Carson, Pirie, Scott. Carson's Double EE Program, Mimeographed 1962.

#### Employment in conservation work

Name:	Youth Conservation Corps.
Place:	Philadelphia, Pa., Department of Public Welfare, Room 504, City Hall Annex.
Sponsorship:	Operated by Youth Conservation services Division of Philadelphia Department of Public Welfare, in cooperation with the Park Department, Board of Education, Municipal Employees Union, and social agencies. 1959.
Year Organized:	City budget.
Source of Funds:	Clement J. Doyle, Deputy Commissioner, Department of Public Welfare.
Person in Charge:	Staff: Director, Assistant Director, one leader for every ten boys. Budget: One year's budget \$200,000, over half of which is used for paying enrollees.
Scope:	



Number Served: Program serves 100 boys during school year and 300 in summer.

**Program: How It Works:**

Boys of 14 to 17 with problems of adjustment (but none officially adjudged delinquent) are referred from agencies, including the school. During the school year, they are released from school at 1:00 p.m. and work until 5:00 p.m. In the summer they work a full day. They do park conservation work or other clean-up jobs in groups of 10 under a group leader.

Technically, they are not paid, but receive cash awards of up to 60¢ per hour on a merit rating system under which their progress is reviewed weekly. More than 90 per cent currently get the top rate. An important part of the program is the work of the group leader, who carries on informal discussions on the job and has individual conferences with each boy once a week.

**Evaluation:**

Program not formally evaluated. Report indicates, however, that whereas 86 per cent of the boys in the program had had police contact before they joined the corps, only 20 per cent had gotten in trouble since they became members. Fifty per cent of the boys improved in attendance and adjustment patterns in schools.

**Publications:**

Descriptions of the program appear in hearings before the General Subcommittee on Labor of the Committee on Education and Labor on the Youth Employment Opportunities Act of 1961. (H. R. 7536), in the testimony of Congressman Herman Toll and Randolph E. Wise, Public Welfare Commissioner of Philadelphia.

Another work-study program closer to the state of Kansas is the one at Kansas City, Missouri, described by Burchill. (3, p. 133)

Employment of alienated youth (3, p.133)

**Name:**

Work-Study Program to Prevent juve-

Place: Nile Delinquency.  
 Kansas City, Missouri.  
 Sponsorship: Ford Foundation and Kansas City Board of Education.  
 Year Organized: September, 1961.  
 Source of Funds: Ford Foundation and Kansas City Board of Education.  
 Person in Charge: Dr. Robert J. Havighurst, school personnel, civic leaders, representatives of mental health programs.  
 Program: An experimental school-work program designed specifically for alienated youth.

#### How It Works:

The Kansas City work-study program differs somewhat from the other cases in this report. It is unique because it is an experimental project designed specifically for children fitting the definition of alienated youth.

The program was started in September, 1961 after two years of preliminary planning by a committee composed of Kansas City school personnel, civic leaders, representatives of a mental health foundation, and the consultant, Dr. Robert J. Havighurst. Interest in the experiment has been nationwide. Representatives of school work-study programs from many parts of the country contributed ideas to the committee and participated in a related workshop conducted by the Kansas City schools in August, 1961. The interest on non-school groups is evidenced by the financial support granted the experiment by the Ford Foundation. This philanthropic organization is sharing the cost of the project with the Kansas City Board of Education.

Two hundred boys were selected for the experiment from the 1960-61 seventh-grade classes of the four junior high schools participating in the program. They were chosen because they had exhibited the behavior characteristics of alienated youth. Two hundred more were selected in 1961-62, making a total of four hundred boys, which was split into an experimental group and a control group. Half of the boys in the former category started the school-work program in September, 1961. Those in the control group were not removed from the regular educational program. As the experiment progresses, the boys in both groups will be studied and their progress contrasted to determine the influence of



the main variable of the experimental boys compared with the behavior of the boys in the control group.

The program for the experimental group has three stages. The first is a general orientation period consisting of half-day classes and half-day group work assignments. At this level most boys are in the thirteen-to-fifteen age range. After they complete the first or second year, according to age, they enter stage two. In this stage they continue school studies on a half-day basis and spend the other half of each school day working as part-time paid employees in the community. When they attain the age of seventeen or eighteen and have completed the first two stages, they will begin stage three--full-time employment on regular community jobs. While on such assignments, boys are to receive regular school supervision from personnel who have worked with them during the preceding four years.

Evaluation:	This is being carried on now.
Publications:	Work Programs For Alienated Youth--A Casebook. 1962, Science Research Associates, Inc., Chicago.

### What Is Being Done Locally

The businessmen of Hutchinson employ a large number of boys and girls above the age of 15. However, a work experience program has yet to be established in Hutchinson.

One of the businesses which hires students has a chain of stores throughout this part of the United States. They make it possible for a student who wants to go on to college and has been working for them to work in one of their stores if they have one in the town where the college is located.

At the present time a county-wide trade school is

being considered. Students without a high school diploma will be able to attend.

Some places of business call the school from time to time requesting the names of students who are looking for work.

In the junior high schools many of the students gain some work experience such as the lunch room, library, office help and some janitorial help. This we can hardly call suitable to fit the needs of all our youth.

In 1957, Sutker (21) made a study of the occupations and training needs in Hutchinson, with the cooperation of the Hutchinson Public Schools, Hutchinson Junior College, Hutchinson Labor Groups, Hutchinson Chamber of Commerce and the Kansas State Employment Service in Hutchinson. He broke this study up into 3 areas: The Background of the Study, An Occupational Portrait of Hutchinson, and Training Programs to be considered. The study was made for the Hutchinson Public Schools. Some important groundwork has already taken place for a work experience program.

What is being done is helpful, but it still is not helping many of the students who need work experience. The junior high schools may require more consideration in the future.



### What More Needs To Be Done Locally

Development of a work-study program for alienated 13 and 14 year old boys and girls is needed in this community. This program needs to be supplemented by organizations such as Boys Clubs, Welfare, Y.M.C.A., C.Y.O., and other organizations that give girls and boys a chance for wholesome recreation and social life.

A work-study program for adolescent boys and girls could help lighten the load of unemployed, unskilled and untrained youth. It is likely that the number of boys and girls who fail in school and who become socially maladjusted can be reduced materially by preventive measures taken earlier.

More work and more effective work needs to be done with these boys and girls and their families when they are in the elementary schools. A more successful program at this age might cut the numbers of teen-age alienated youth in half, and thus reduce the size of a work-study program. Along with this program there is a need to provide an organized placement service for job hunters, for both the in-school students and the dropouts.

This work-study program will not solve all of the problems, but it should lessen some of the problems which are caused by adolescents not being ready for the world of

work.

## SUMMARY AND CONCLUSIONS

### Summary

Youth unemployment is one of this country's most critical problems. More must be done if we are going to solve the grave employment difficulties confronting our youth today and for those who will reach working age later in this decade.

With 7.5 million youth not to finish high school and 2.5 million not to get past the eighth grade in the next decade, plus the students who will graduate from high school and college, the problem mounts instead of getting smaller. This possibility is especially serious in light of the fact that automation and other forms of technological change are narrowing the range of job opportunities for unskilled workers.

Our unemployed young people today are isolated, not only from opportunity, but also from the economic trends that mean improvement in the lot of others.

The young people themselves are not the source of the difficulty. The crucial lack has been our inadequate solutions. Yet we know about youth's problems, and we know about possible solutions. We must now make them effective.



It is time that American ingenuity and humane, cooperative spirit be directed to this vital national need.

### Conclusions

Probably the most widespread programs of helping adolescents are for senior high school pupils, age 16 or over, who have a good school record. Thus they are not open to all youth such as dropouts or alienated youth.

In order to reach all youth who are in need of help it will be necessary to make some adjustments in the characteristics of the program to help the adolescent select and prepare for an occupation and work experience to prepare for economic independence. Some of the recommended suggestions are:

(a) Commence a work-experience program at age 13 or 14 and continue to age 18, though many boys will graduate from it a year or two before age 18.

(b) Teach boys and girls elementary work discipline: punctuality, ability to take orders from a boss, ability to work cooperatively with others in a team, responsibility on the job.

(c) This work-experience program should be a part of the public school program, with curriculum adapted to the intellectual level, the interest in practical endeavors,

and the work-experience program for the adolescent.

(d) This should be done with the idea that the adolescent could possibly go directly into a stable adult job.

A program of this type will, of course, rest upon a procedure for identifying the future dropout or alienated youth at least by the age of 13 or 14.

A work-experience program will need to be organized in stages which reflect the boys' and girls' level of maturity and responsibility, and which at the same time is geared to prevailing child labor legislation. Probably three stages would be best since it starts with the early adolescent:

(a) The first stage should be work groups under school supervision, completely or partially outside of the labor market. For example, boys might work in groups on parks, school grounds, or alleys, thus contributing to community housekeeping. Alternatively, boys might work in a sheltered workshop in the school which would contract for jobs with local business and industry. The workshop might take contracts for stuffing envelopes with advertising matter, simple assembly jobs, processing material with a simple machine.

(b) A second stage should be part-time work on an individual basis with employers in private or public business



or industry. Here the boy or girl would be more nearly "on his own" in the labor market, but he would still work under close supervision by the school.

(c) The final stage would be full-time employment in a stable job, aided by some guidance and supervision on the part of school or employment service personnel.

This program would not solve the unemployment problem of the adolescent, but would be making great strides toward fulfilling the needs of the adolescent in the world at work.

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THE ADOLESCENT IN A WORLD  
AT WORK

by

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In the decade of the 1960's, probably to a greater extent than at any other time in our history, the quality of available manpower will be a determining influence in our national strength and welfare. What is accomplished in education and training, especially of its young people, will greatly influence our nation's success in achieving continued economic and social progress and in meeting its unprecedented international responsibilities. This study deals mainly with what is being done to help students prepare for a vocation if they should drop out or if they go on to school and need a part-time job.

Letters were sent to schools, educational associations, government offices and cities that have set up work programs for their youth. In doing this, periodical literature, textbook publications, government brochures, and other related material were studied and reviewed.

In periods of prosperity as well as recession, the unemployment rate for young workers is about double that for the adult population. The employment problems of youth have become increasingly complex in recent years.

Many of the unemployed youth do not have the educational background needed to meet the job requirements of today's labor market.

Vocational high schools are becoming more selective, moving in the direction of technical schools, thus leaving



out a large share of the youth who really need a vocational education. In the higher-income residential areas, there may be practically no demand for programs to develop marketable skills.

Economic, educational, and industrial changes naturally create changing problems for young people.

Young people need adult help in finding and holding jobs, and everyone in the community, including employers, should help give youth opportunity to get good work experience.

Rates of unemployment for both dropouts and graduates decline as they grow older and obtain more job experience. However, school dropouts are apparently unable to overcome many of their disadvantages in the job market and continue to suffer from considerably more unemployment than graduates.

Since World War II employers have shifted from hiring the young inexperienced worker. Labor-saving devices have multiplied, requiring skilled, experienced operators. With older persons in the market for work, job opportunities for the adolescent are scarce. Also, laws restricting the employment of minors have been enacted.

In Hutchinson, Kansas 26 per cent of the students who finished the eighth grade in 1959 did not graduate in Hutchinson. They either moved away or dropped out of

school.

There has been some movement in the Hutchinson area toward a county-wide trade school. The trade school would be in addition to, not part of, the present high school and Junior College facilities. The new school would expand present programs and provide new ones. A high school diploma would not be required to attend the trade school.

Youth's employment problems are known; also possible solutions are in existence. The solutions must be made more effective and more widespread if the adolescent is to find a suitable place in a world at work.